

# On the Move. . . Getting from Here to There!



***Beginnings*** 2004-2005 (3)

Arkansas Department of Human Services

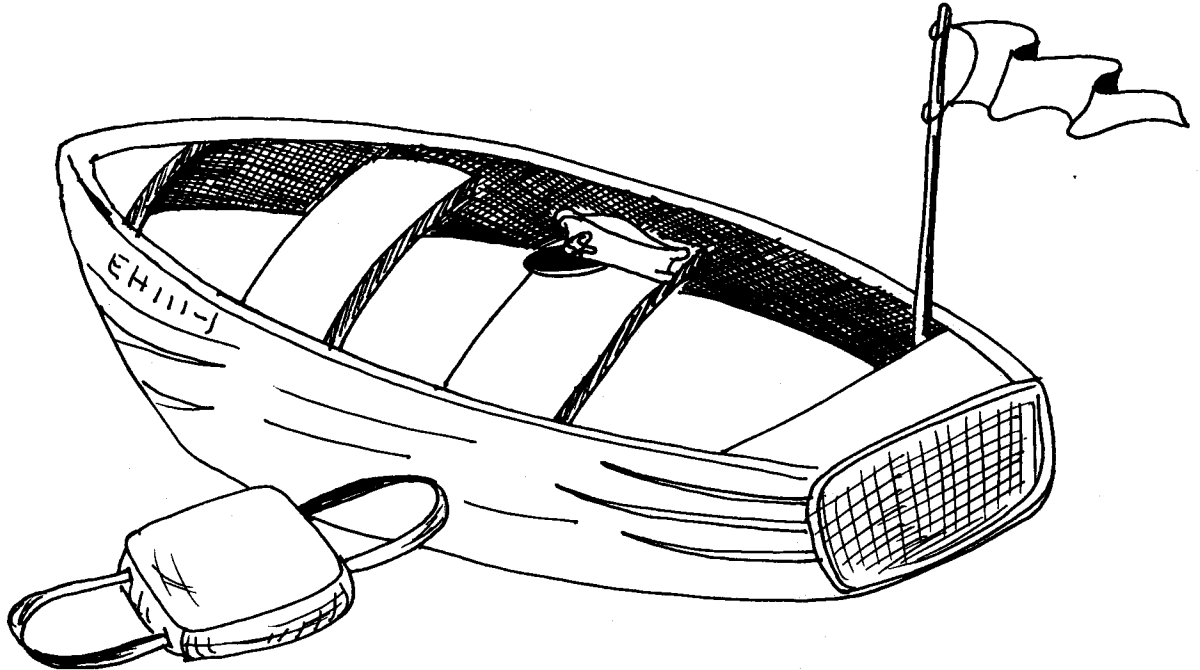
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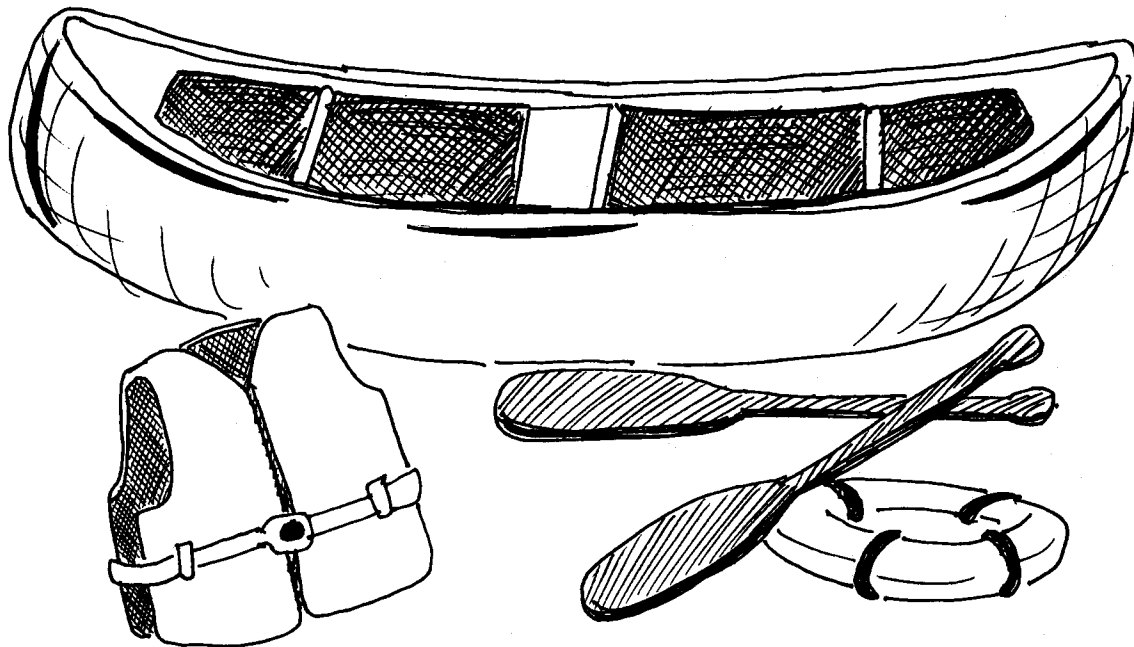


***Beginnings***

## Add a Boat to the Play Yard



Adding an actual boat to the play yard sets up opportunities for all kinds of imaginative play. Ask families and/or community members to donate an old row-boat, fishing boat or canoe.





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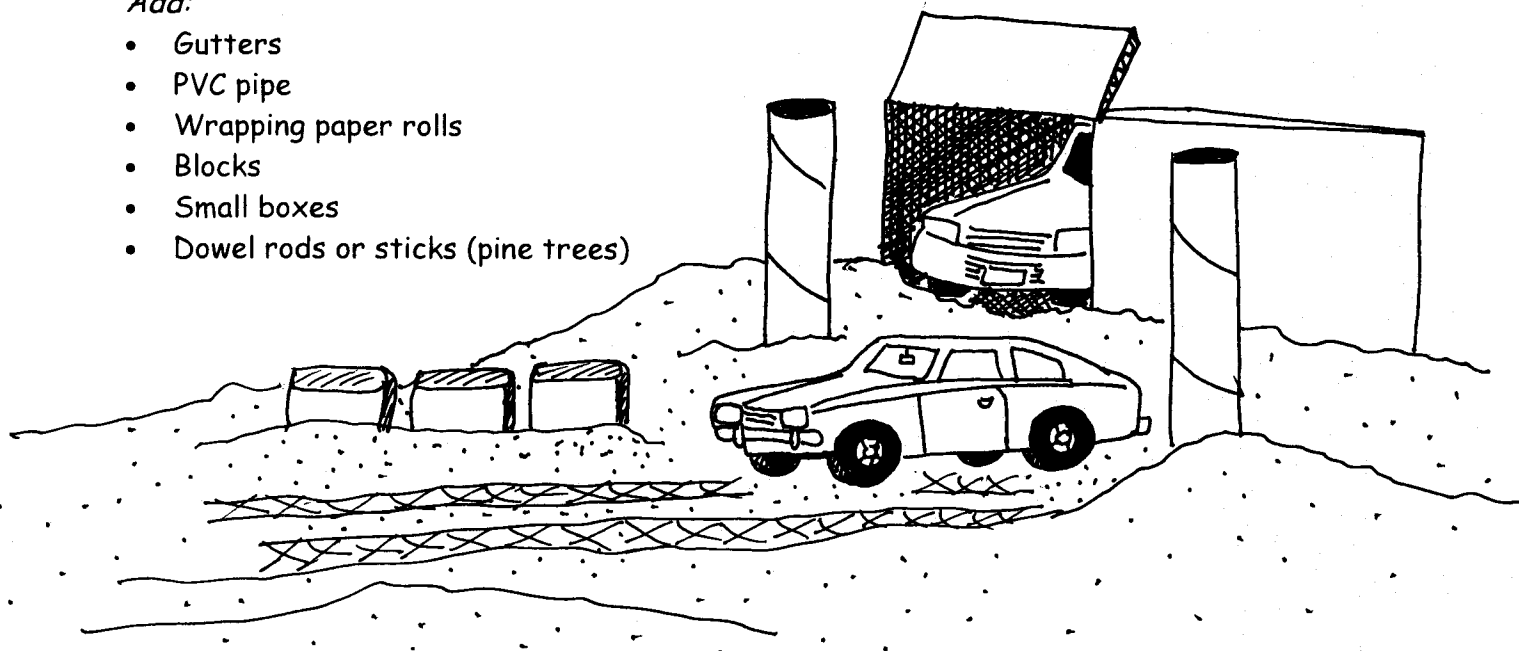
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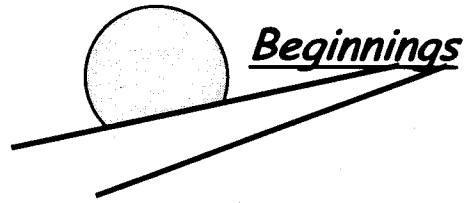
## Sandbox Ideas!

The sandbox is a great place for cars, trucks, and construction toys. Here are some ideas.

Add:

- Gutters
- PVC pipe
- Wrapping paper rolls
- Blocks
- Small boxes
- Dowel rods or sticks (pine trees)





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### **On the Move—Getting from Here to There. . .**

People are always on the move! There must be a wander-lust gene in all of us somewhere. First, there was walking, then some genius invented the wheel and soon all kinds of vehicles were invented that made moving from place to place easier for humans. Other very smart people figured out additional sources of power. This led to important inventions like steam, gasoline and electrical engines, which were used to power trains, cars, trucks, boats and airplanes. In the meantime bicycles, rickshaws, and other more primitive means of transportation were and are still in use in many parts of the world. The topic of transportation is relevant to the lives of children. Children ride in different types of vehicles such as cars, buses and trucks as part of their daily routines. They get from home to school, travel to shopping areas and take trips to visit relatives. This topic of study includes activities that will lay the groundwork for children to understand how people and objects get from here to there.

## *First. . . Babies on the Move!*

Even in utero babies move. They turn, roll, kick and stretch; and with each movement they are activating their brains and preparing their muscles for their next stage in life. Soon after birth, infants are transported in a variety of ways, including carseats, slings, strollers, and carriers of all shapes and sizes.

These are all powered by another person. . . But soon babies are on the move toward independence as they build their motor skills.

### **Building Motor Skills**

Babies work hard to build their motor skills. An example of motor skills could be a child lying on the floor stretching and twisting to get a toy that is just out of reach. As the child struggles to reach the toy, she or he is learning which muscles to move and in what order to move them so that they can get the toy. It may take several tries over several weeks to perfect the art of rolling over. But during this time of struggle, the baby is learning several different skills, such as:

- **Problem solving**, I want it. . . how do I get it?
- **Self awareness**, I need to move my arm, my legs my neck and head.
- **Coordination**, I must move each part of my body in a certain order so that I may get over to the toy.
- **Concentration**, This is a lot of work, but I really want to do this.
- **Self-confidence**, I am capable. I can do it by myself.

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### **Other Benefits**

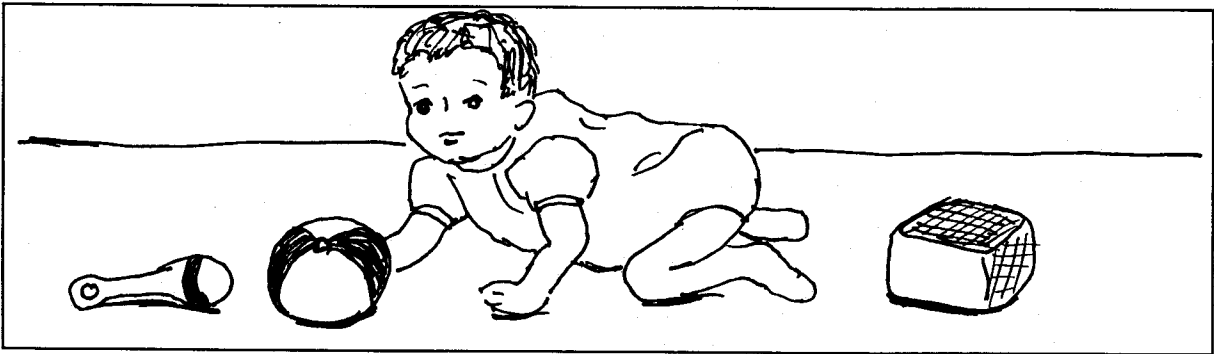
A recent publication from the group Zero to Three (Harvard) titled "*On the Move*" states that through movement, children develop good thinking and communication skills as they explore and interact with their world. They farther state that movement also builds self-confidence. When children use their bodies to communicate and solve problems, they build confidence both physically and emotionally. Movement is not just important for helping children grow physically strong and healthy but is a key factor in their overall development. (brochure available at [www.zerotothree.org](http://www.zerotothree.org).)

## What can we do to help?

A parent or caregiver can further expand the child's learning process by labeling the child's movements and helping identify her or his emotions. This is the beginning of **communication** between adult and child. For example, the caregiver may say, "I see you are arching your back and pushing with your feet. You are turning on your side and reaching for the toy with your hand stretched out."

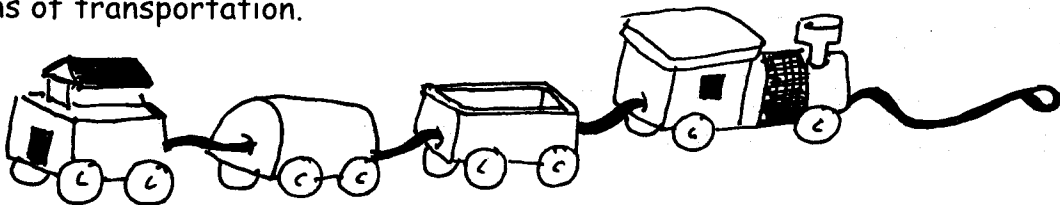
Or, if the child fusses a little and struggles, the adult could say, "You seem frustrated that you can not reach the toy. But you are lifting your head off the floor!"

When the child manages to roll over and grab the toy, the caregiver can say, "You seem happy about rolling over to get the toy."



## They can do it themselves!

Normal healthy infants are hard wired to be mobile. It is not necessary to "teach" an infant to move. Babies get ready for standing by sitting and crawling, not by being stood up. It is the caregivers responsibility to create a safe, secure and challenging environment for a child to learn. But just as important is to create time, space and opportunity for the child, so that they can learn to move on their own, in their own way, and according to their own timeline. Children develop strong bodies and strong minds while they are learning to be their own independent means of transportation.



**Note:** This article was developed by Kim Kearney, former Infant Teacher at the Infant Development Center, UA, Fayetteville. Kim is now home watching her son as he learns to be mobile!

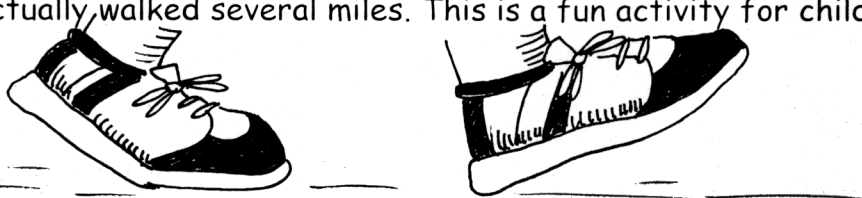
## Next, there was Walking

Walking is the first and preferred means of transportation in many parts of the world. In some cultures, it is not unusual for people to walk several miles a day between towns and villages. We normally walk for recreation. Nature walks are especially fun; however, no matter the destination, walking is definitely good for us. You might say that walking daily helps keep us healthy, wealthy and wise. Research tells us it helps keep us healthy and the increased oxygen to the brain probably makes us a little wiser. Wealthy??? I'm not sure about; however, two out of three is not bad. So, put on some walking shoes and get started on a walking routine.

Wow! I walked that far?

A **pedometer** is a little gadget that records how many steps you take and how far it is from point A to point B. If you wear one for a day it will probably amaze you to see that you've actually walked several miles. This is a fun activity for children and adults.

You will need:



One or more pedometer (available in sports stores)  
Graph to record how far each child walked

Let children wear or carry the pedometer for a specified length of time. When finished, help them list the distance on the chart. When every child has finished a "walk", plan a celebration.

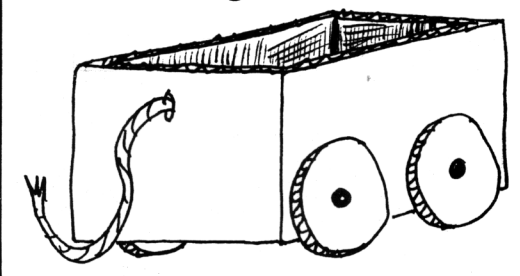
Ideas for special walks and/or celebrations.

- Give each child a simple map to follow.
- Have an avid hiker to visit and talk about trails.
- Demonstrate how to use a walking stick to help over rough trails.
- Prepare trail mix (see page 30).
- Pack a backpack and include things you might need on a hike.
- Decorate with trail signs.
- Add pictures or stuffed animals to show what you might see on a hike. An example would be a squirrel hiding behind a tree.

## *Then Came the Wheel!*

Walking and running are great! But fortunately someone came up with a faster means of getting from here to there. Today we have all sorts of contraptions, machines and vehicles that depend on wheels. They take us from place to place, they move things for us, they carry food from farm to market. They, indeed make the world go round!

### Carts and Wagons



**Make a Hot Dog Cart**— Use a big box to create a shopping cart. Add wheels by cutting circles from heavy cardboard. Let children decorate with tempera paint and/or paper.

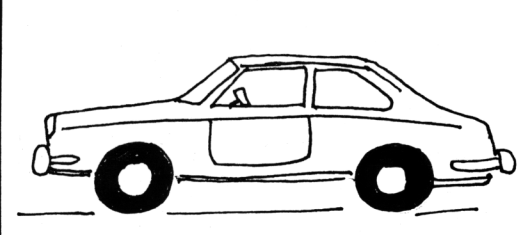


### Bicycles, Motorcycles, Tricycles, and Unicycles



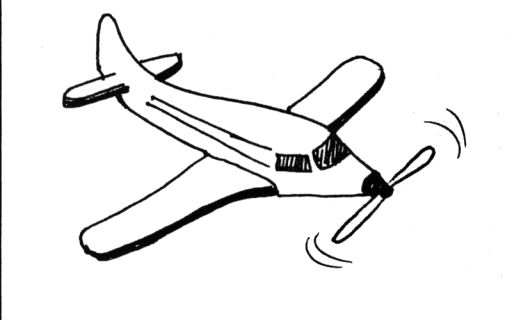
**Have a Bike and Trike day**—Borrow extra tricycles so that everyone will have one. Decorate with flags. Plan tricycle trips around the playground. Put up road signs and introduce common signals to children (see page 33 for some common signs).

### Cars and Trucks



**Create a Truck Track**—In a large area of the playground, draw or designate a truck track. Bring all available trucks outside. Add big boxes to make truck stops and service stations.

### Trains and Planes



**Make a Train from Cardboard Boxes**— Collect several big boxes. Let each box represent a train car. Include a box car, cattle car, oil tanker, flat car, engine and caboose. Add engineer and conductor caps to the dramatic play area.

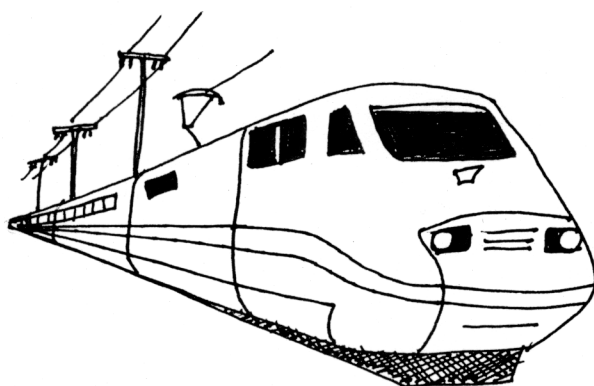
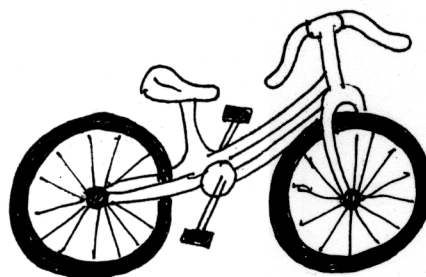
**Note:** Boxes can also be used to create an airport.

## Transportation in other cultures

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More and more people in all parts of the world use similar transportation. You will find cars, trucks, planes, buses and trains worldwide. However, in many countries older forms of transportation are also still common. If you have children from other nationalities or cultures in your class, then you may want to especially stress some of these other means of transportation.

**Bicycles**— In the United States bicycles are mainly used for recreation. Yet in China, and many other countries, the bicycle takes people where they want to go. Many of them are equipped to pull small carts and have seats for more than one person. China has been called "the kingdom of bicycles" and it is estimated that there are over one billion bikes.



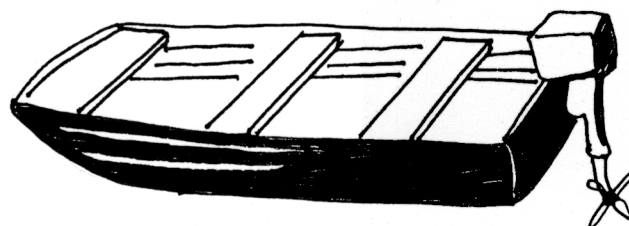
**Trains**—Many European countries and Japan rely on very fast bullet trains. They are fast, convenient and form an extensive and reliable network.

**Camels**—Egypt and Africa are two countries that still feature traditional camel travel. It might be sort of bumpy, but you won't have to stop at the filling station for gas.

**Air travel**—is the main means of travel in some countries that do not have good road or rail service.

**Donkeys**—carry people and heavy things from one place to another.

**Water travel**—is also used in many parts of the world. Some people even live on boats.





## Language Arts & Dramatic Play

A frequently quoted saying is that "play is a child's work". This is especially true of fantasy play. Think a minute about what children have to do. They must decide who to be, who the others will be, what the environment must look like, and when it is time to change the scene. They must also convince others about who they are and what is

happening. They are actors, stage designers and playwrights all rolled into one! Just through simple (maybe not so simple) fantasy or make-believe they are being creative and solving many problems. They are trying out life's roles. Why not call play the work of teachers as well?

**Note:** See Vivian Paley's book *A Child's Work*, for more information about how to appreciate and support children's fantasy play.

### Featured Books & Activities

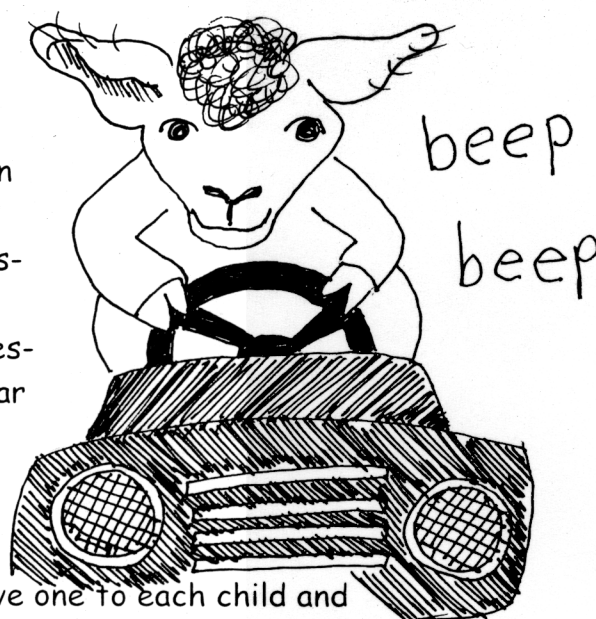
#### Sheep in a Jeep

By Nancy E. Shaw

Five sheep take a road trip in a jeep. And that's when the fun begins. Adventures include falling down a hill and tumbling in a puddle and crying for help. The illustrations by Margot Apple are humorous and capture the sheep in their ill-fated jeep adventure. It is an especially good book that helps children become familiar with rhyming words.

Shaw, Nancy E. (1997). *Sheep in a jeep*. NY: Houghton-Mifflin.

**Added activity:** Make a list of words that rhyme. Give one to each child and whisper to him/her the word and what it means. As the book is read, hesitate before reading the rhyming word; let them hold up the card and repeat the missing word. This is an activity to encourage active listening!




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**Note:** Books by Donald Crews (*Freight trains*), Ken Robbins (*Sail Away*) and DK Publishing (*Airplane, Things that Go*), Richard Scarry (*Cars, Trucks & Things that Go*) will be valuable references for the **On the Move** topic.

## The Little Engine that Could

By Watty Piper

Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong. As the little train moves over the tracks she is a happy little train carrying wonderful things for good girls and boys. Sadly, the little engine breaks down and needs help to reach the other side of the mountain. The mountain is so daunting that both the Big Strong Engine and the Shiny New Engine say that they can't climb it either. But, the Little Engine is very brave and agrees to try. "I think I can, I think I can. . . " and she did! The *Little Engine That Could* is a powerful book for young children, teaching that with positive thinking anything is possible!

Piper, Watty (1989). *The little engine that could*. NY: Platt & Munk.

### Additional activity: I think I can (rap)

Directions: Clap hands together and then pat legs on each line. Increase speed with each set. End with excitement, raising a hand and saying "I did it!"

I think I can (repeat 4 times)

I think I can (repeat 4 times)

I thought I could (repeat four times)

I thought I could (repeat four times) Then. . . I DID IT!



## Fortunately, Unfortunately

By Remy Charlip

This book explores opposites and the fact that some things are fortunate and others are unfortunate. *Fortunately* Ned was invited to a birthday party. *Unfortunately* the party was in Florida and Ned was in New York. *Fortunately* Ned was able to borrow an airplane, but *unfortunately* the plane's engine exploded! Ned's luck alternates between good and bad, as he makes his way to Florida experiencing one adventure after another. Finally he digs a tunnel and accidentally ends up in a fancy ball room. But, *fortunately* he has arrived at his own surprise party!

There are many patterns and repetitive phrases in the book.

Charlip, Remy (1964). *Fortunately, unfortunately*. NY: Four Winds Press.

### Fortunately-Unfortunately (Game)

Play this game after the children are familiar with the book and its pattern.

Sit in a circle with the children.

Start the game with something like, "Unfortunately there is a leak in our roof."

Play goes to the next time in the circle who may say something like, "Fortunately, we have a big bucket to catch the water."

The game continues around the circle, alternating between fortunate and unfortunate things.

Starters:

Fortunately, it's my birthday!

Fortunately, we are going to sing a song.

Fortunately, I found a dollar today.

Fortunately, I have a new pet.

Fortunately, my family is going on a trip.

Or:

Unfortunately, there is a lion in our class.

Unfortunately, I lost a dollar.

Unfortunately, my cat ran away.

Unfortunately, I'm in a bad mood.



### POEMS and FINGERPLAYS ON THE MOVE!



To little birds  
Sitting on a hill,  
One named Jack,  
One named Jill.  
Fly away Jack!  
Fly away Jill!



Children and poetry naturally go together. The strong rhythm, rhyming words, and whimsical content of many poems have a great appeal for young children. Although many of us read poetry, poems are written to be read aloud. Locate a good book of children's poetry and feature a poem a week. Help children learn the words.

Enjoying and writing poetry (recording children's rhyming attempts) is a great foundation for reading and writing. Clapping to the rhythm adds interest.

## DRAMATIC PLAY TIPS—*On the Move!*

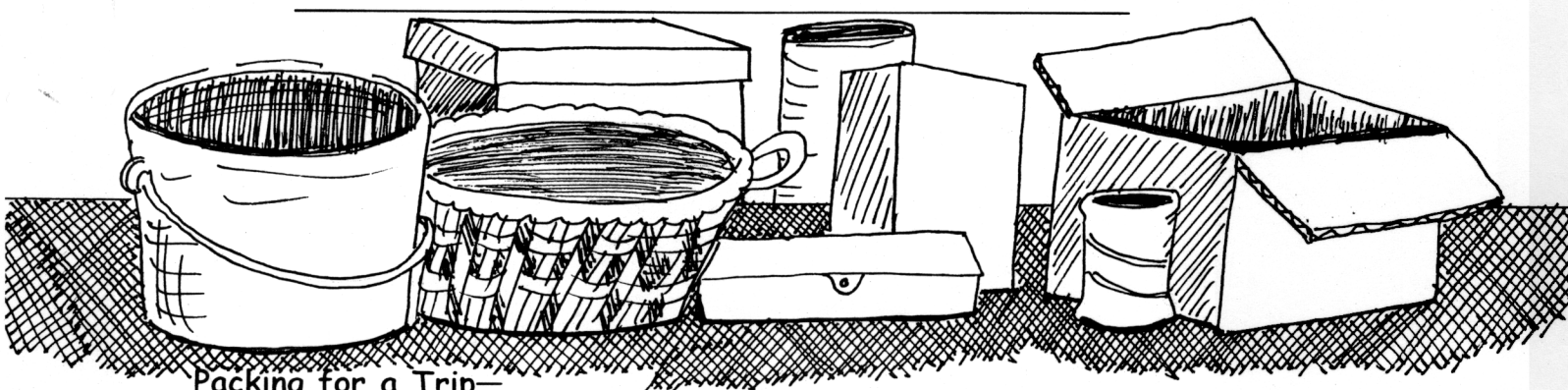
### Give them Room!

Dramatic or fantasy play takes a lot of room! It's tough to get too involved when there is not enough available space. Look for ways that you can extend the area when children's dramatic play is overflowing the boundaries. A typical over-flow area would be into the block area since many times blocks and building activities are essential to play themes. Perhaps even the book or reading area could be incorporated occasionally. Here are some ideas that may help.

**A place for everything** —Adequate storage for props is important. Baskets or other containers where clothing and accessories can be stored will help. This could be a hanging shoe bag, or a jewelry container (just like home). Label with pictures and words.

### Bring art materials closer—

When you need to make signs, paint backgrounds or add to costumes, it's more convenient if the art materials are close at hand.



### Packing for a Trip—

*When a vacation is approaching, add props for packing suitcases to the dramatic play area. Ask children to help plan what they would need.*

### Items to add:

- Suitcases, garment bags, tote bags, extra clothing for packing
- Make-up kits or toiletry bags
- Make labels for suitcases
- Tickets for train, bus or airplane trips
- Food and games for car trips.
- Maps
- Keys
- Travel posters & brochures



## Vocabulary Plus. . . *On the Move!*

One of the joys of working with young children is the enthusiasm they have for learning and enjoying new words! Here are a few vocabulary words that go with transportation. Try to find pictures of the different types of vehicles to help children identify the items listed below. These could be glued to posterboard.

### Vehicles

Car and car parts: motor, hood, exhaust, doors, tires, steering wheel, lights, horn, windshield, wipers.

Types of cars or trucks: SUV's, vans, pickups,

Special cars or trucks: limousine, ambulance, fire-trucks, police cars, campers

Commercial trucks: dump-truck, milk truck, oil transport, flat-bed, 18-wheelers, refrigerator trucks

Trains: passenger, freight

Airplanes: prop, jet, airline carriers, helicopters, cargo

Bicycles & Motorcycles:

Ships & Boats: fishing boats, bass boat, row boat, sail boat, dinghy, lifeboat

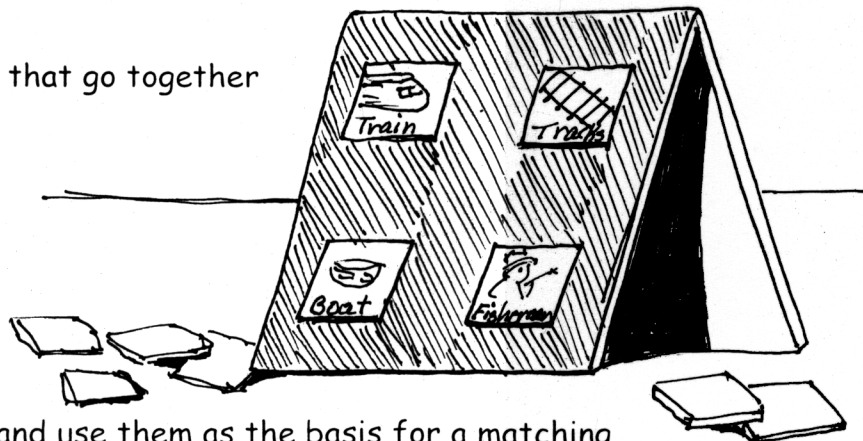
Miscellaneous transportation vocabulary: space ships, hot air balloons, subways, city buses, horses, tractors, paddle boats.

**BRING THEM IN!** If possible, try to schedule a vehicle for the children to see and explore firsthand. Maybe a parent has an 18-wheeler, or dump truck. Fire trucks and police cars may also be scheduled for a visit. Hot air balloons may be a little harder to locate, but if there is one in your area it would be a real treat for the children to see.

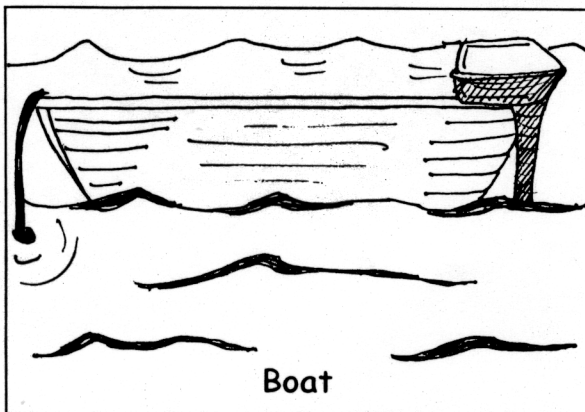
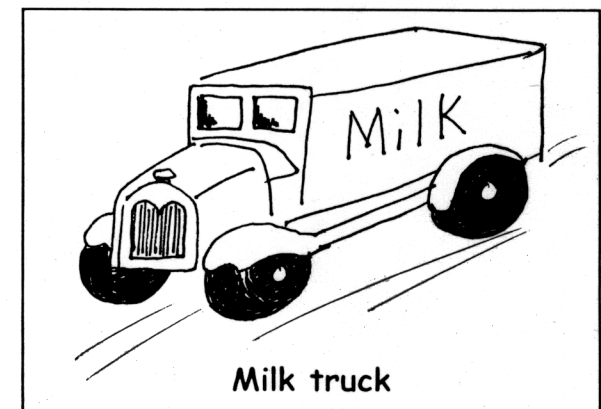
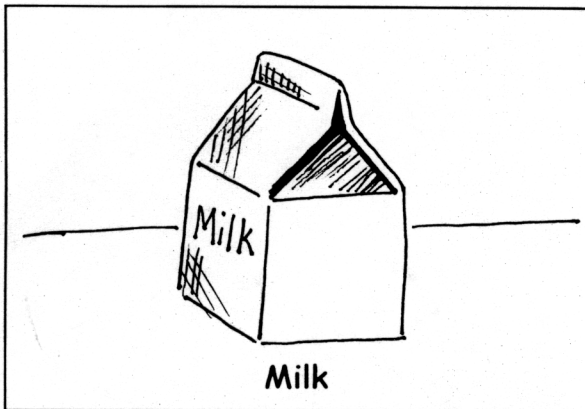
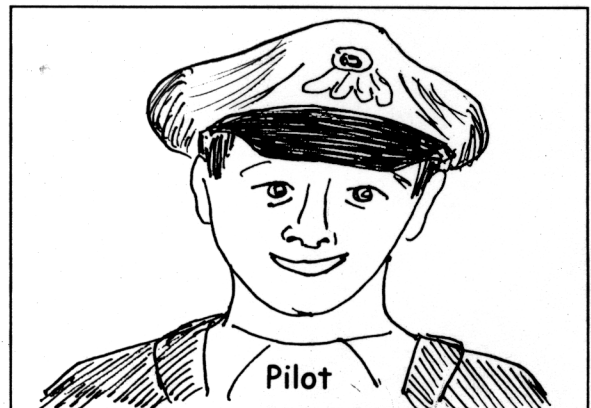
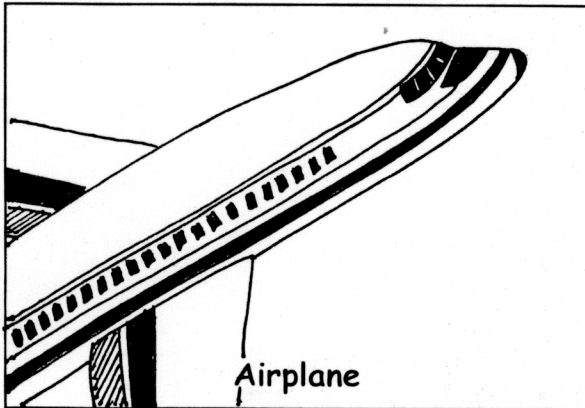
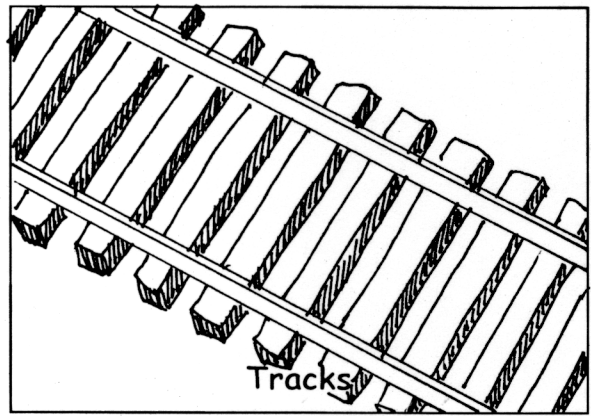
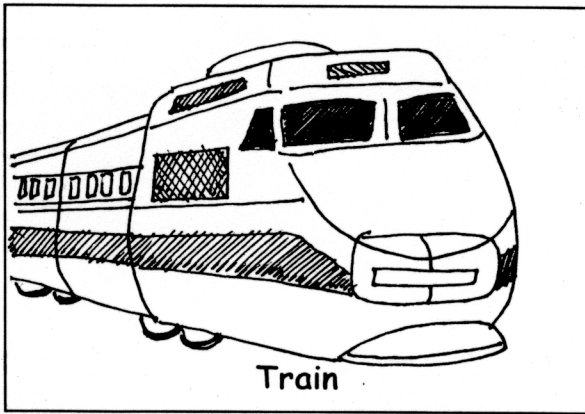
### Make a Mix & Match Transportation Flannel Board Game

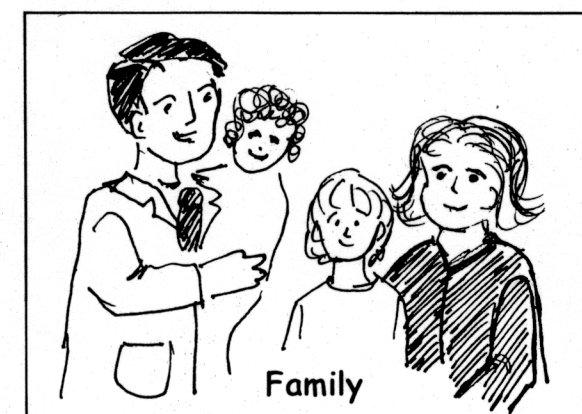
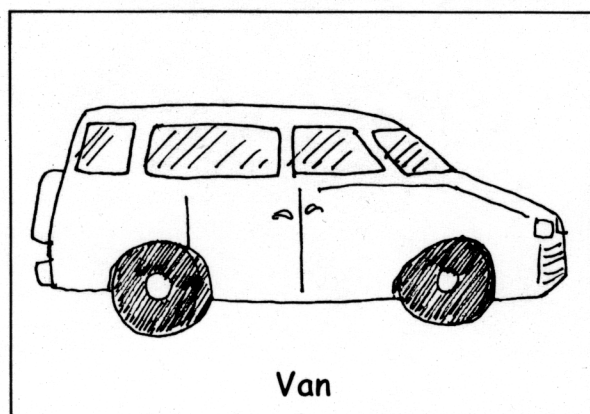
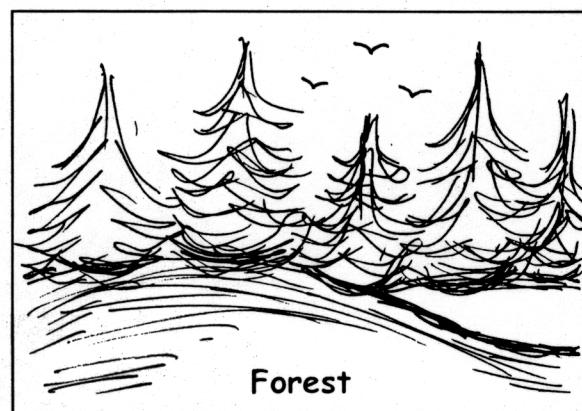
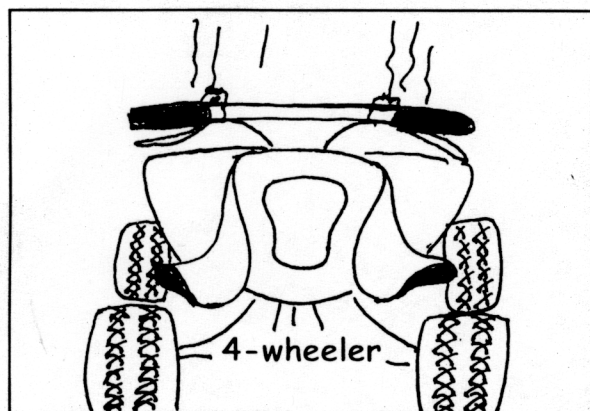
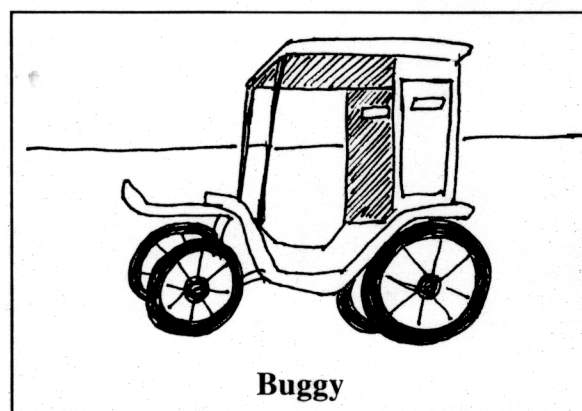
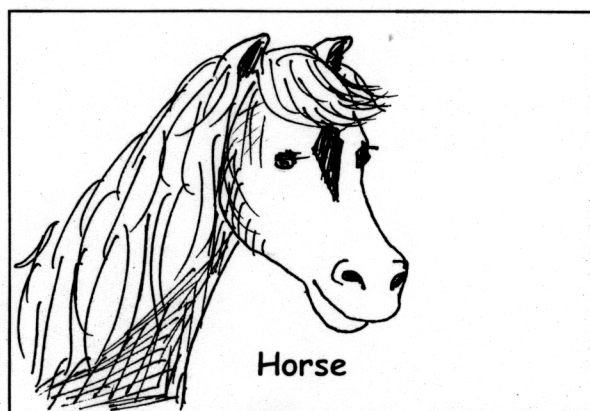
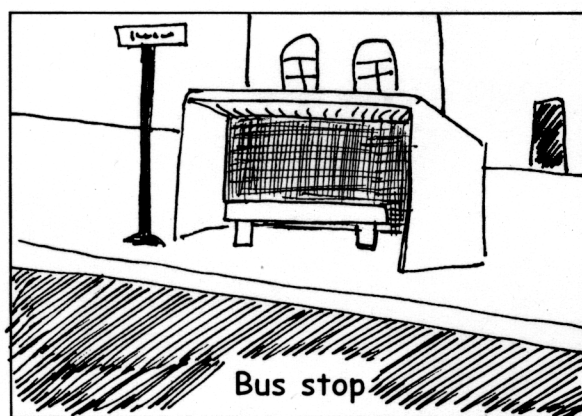
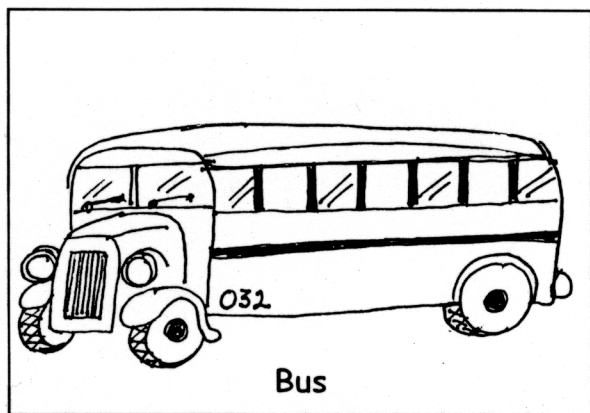
#### You will need:

- flannel board
- pictures or drawings of items that go together
  - train & tracks
  - airplane & pilot
  - milk & milk truck
  - bus & bus stop
  - boat & fisherman
  - horse & buggy
  - 4-wheeler & forest



Copy the pictures on the next page and use them as the basis for a matching game.





## Music & Movement

There is nothing like music to keep us moving. Soldiers have always incorporated songs and chants as they march, but any good road trip is better if there's a song with it! Many songs feature trips, voyages and vehicles. Here are some familiar and maybe not so familiar songs, chants and movement activities.

### Alice (or Sally) the Camel

*Camels are a favorite form of transportation in desert countries!*

#### Alice (or Sally) the Camel

Alice the camel has five humps.

Alice the camel has five humps.

Alice the camel has five humps.

So ride, Alice, ride.

Boom, boom, boom, boom!

(continue with four, three, two and one humps)

End with:

Alice the camel has no humps.

Alice the camel has no humps.

Alice the camel has no humps.

'Cause Alice is a horse, of course.

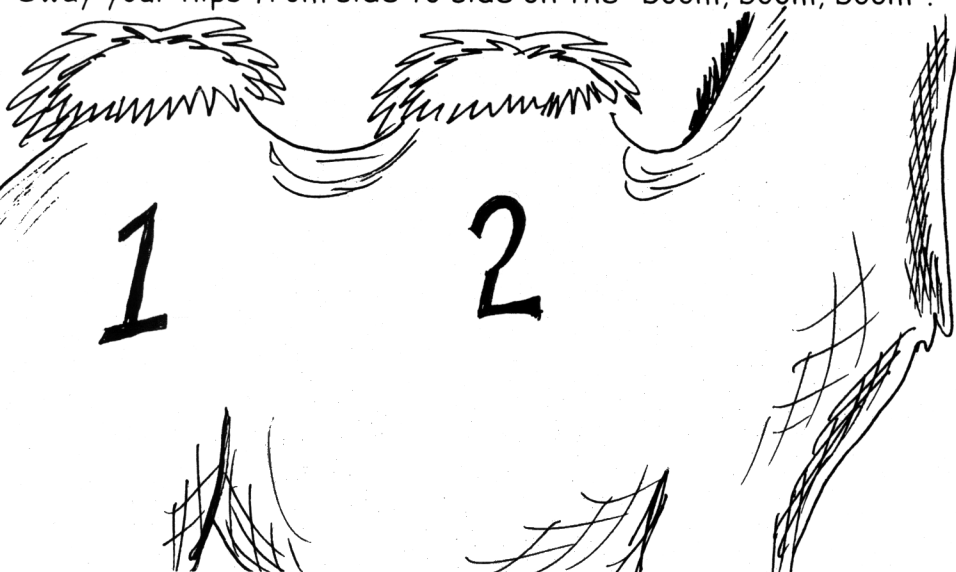
#### Actions:

This song helps children with counting. When singing in a group, everyone should get in a circle and put their arms over the shoulders of the people next to them.

Then during the saying of each number of humps everyone bends at the knees.

During the lines Boom, Boom, Boom everyone bangs hips against each other. Or to do individually, show five fingers when you sing "5 humps", then four, three, etc.

Sway your hips from side to side on the "boom, boom, boom".



Bactrian  
camels  
have two  
humps.

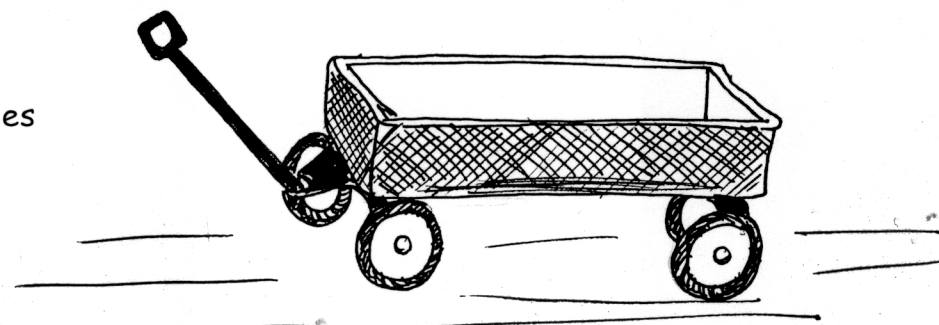
Arabian camels  
have one  
hump!



## Down by the Station —

*Children may not be familiar with working train stations, so be sure they know that a pufferbelly refers to a steam engine.*

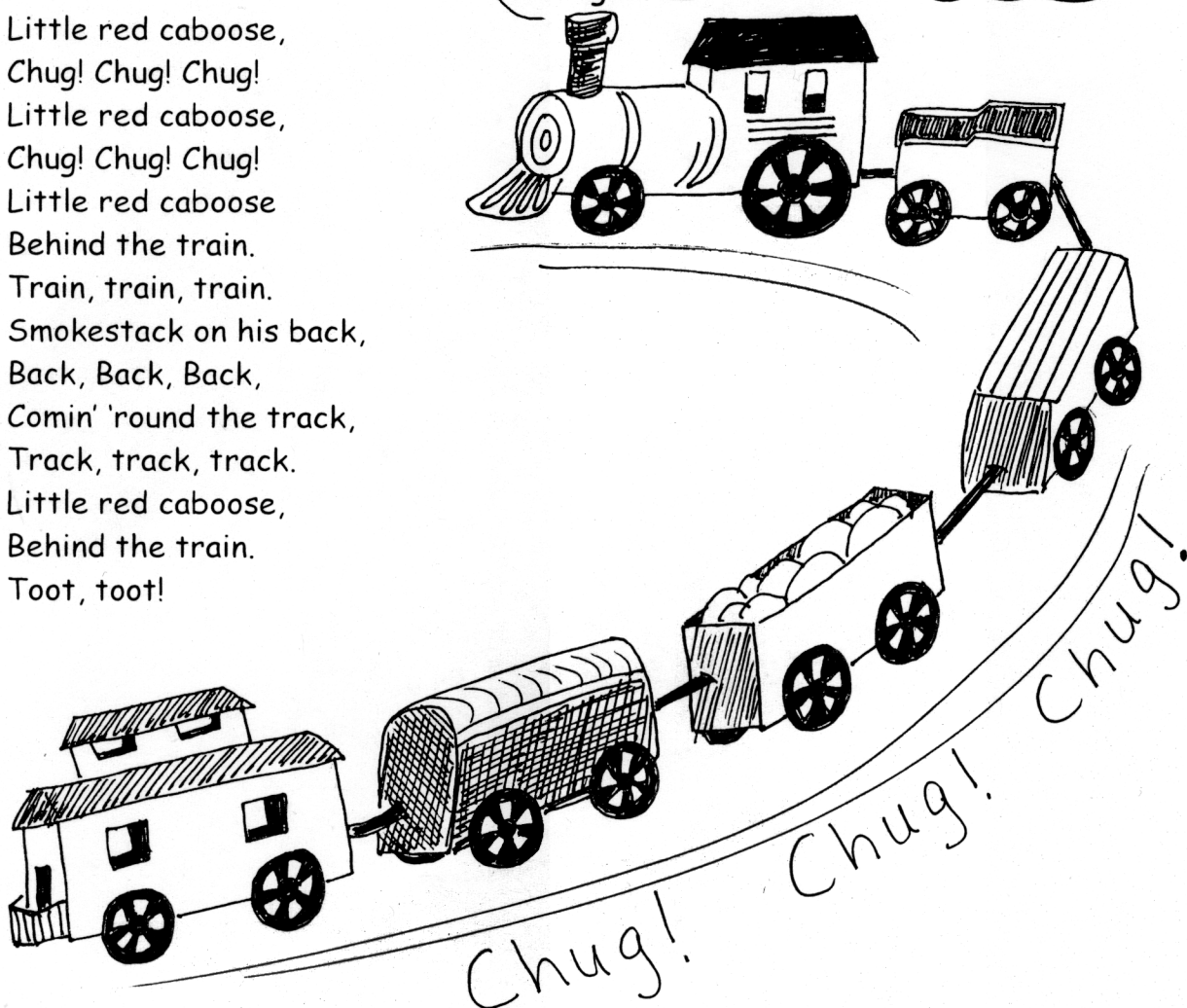
Down at the station,  
Early in the morning,  
See the little pufferbellies  
All in a row.  
See the station master  
Turn the little handle.  
Puff, puff, toot, toot  
Off we go!



## Little Red Caboose

Little red caboose,  
Chug! Chug! Chug!  
Little red caboose,  
Chug! Chug! Chug!  
Little red caboose  
Behind the train.  
Train, train, train.  
Smokestack on his back,  
Back, Back, Back,  
Comin' 'round the track,  
Track, track, track.  
Little red caboose,  
Behind the train.  
Toot, toot!

Bouncing Up and Down in My Little Red Wagon.



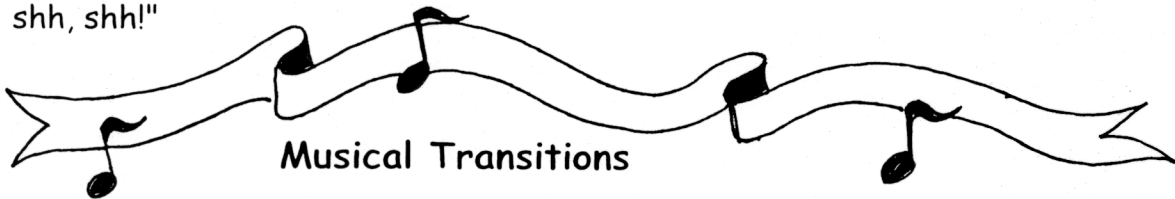
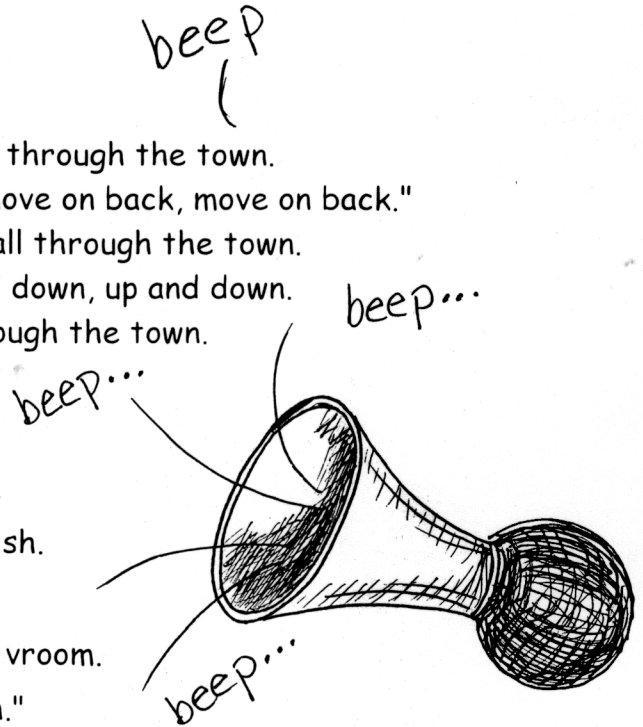
## The Wheels on the Bus

Buses are special! School buses, city buses, charter buses, all have their own appeal. Be sure to add the motions.

The wheels on the bus go round and round,  
Round and round, round and round  
The wheels on the bus go round and round all through the town.  
The driver on the bus says, "Move on back, move on back, move on back."  
The driver on the bus says, "Move on back," all through the town.  
The people on the bus go up and down, up and down, up and down.  
The people on the bus go up and down all through the town.

### Other Verses:

- The horn on the bus goes beep beep beep.
- The wipers on the bus go swish, swish, swish.
- The doors on the bus go open and shut.
- The engine on the bus goes vroom, vroom, vroom.
- The babies on the bus go, "Wah Wah Wah."
- The mamas on the bus go, "I love you." or The mamas on the bus go, "Shh, shh, shh!"



### A 'Marching We Will Go (tune: Farmer in the Dell)

Let children play pretend instruments as they start their march.

A 'marching we will go,  
A' marching we will go.  
Hi-ho, away we go.  
A' marching we will go.

### Make a Train (to move outside or to another room)

Designate one child to be the engine, then make the following sounds as they move throughout the room, picking up one "car" (child) at a time until a long train has been formed. Then the train heads out the door.

Engine sound:

Chugga, Chugga, Chugga, Chugga, Chugga, Chugga,  
Boom! pick up new child on Boom!

## Creative Art

Do you think that the arts (visual, dance, music, drama) are an essential part of human development? In the book *Arts as Education*, authors Goldberg & Phillips state that: "the arts can be a form of expression, communication, imagination, observation, perception, and thought. The arts are integral to the development of cognitive skills such as listening, thinking, problem-solving, matching form to function, and decision making. They inspire discipline, dedication, and creativity. The arts nurture a sense of belonging, of community; or they can foster a sense of being apart, of being an individual." WHEW! What a great list of benefits. Below are some ideas to use in the art area and throughout the classroom.

Goldberg, M. & Phillips, A. (1992). *Arts as education*. Cambridge, MA: Harvard Educational Review.

### Painting with Things that Go

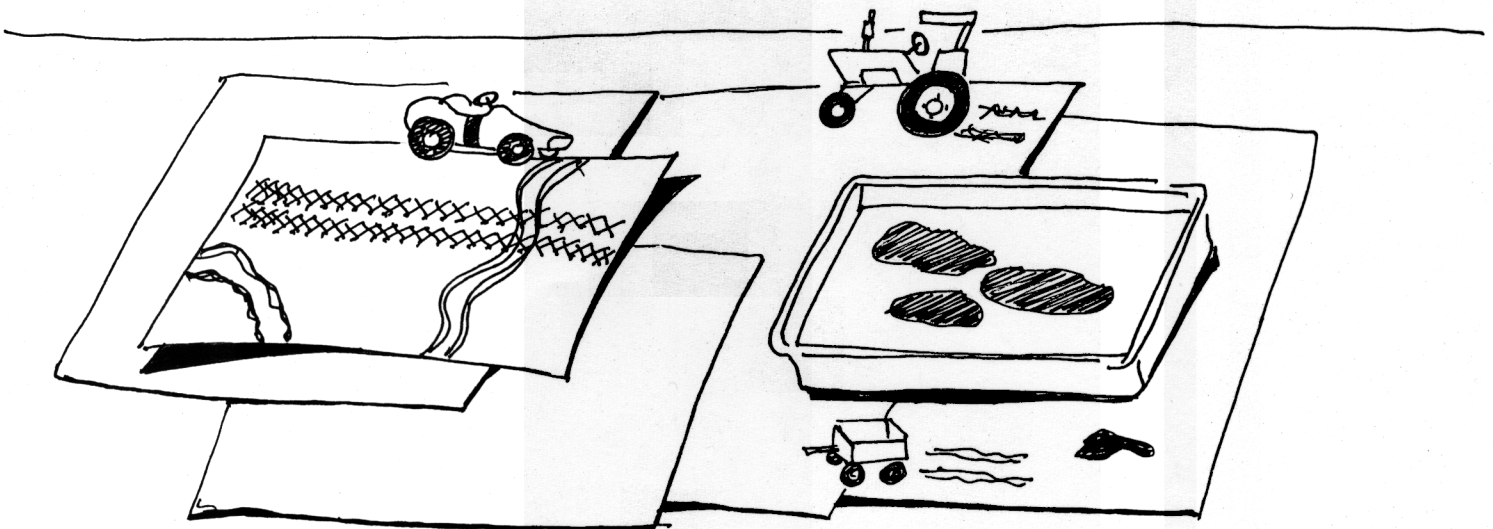
Collect a lot of little wheeled vehicles and put them to good use.

#### You will need:

- Tempera paint
- Large sheets of paper (or one really large sheet for two-three children)
- Washable trucks, cars, trains or planes.

Place three to five teaspoons of different colored tempera paint in a flat pan. Give the children washable toy trucks, cars, trains or planes that have wheels that turn.

Demonstrate dipping the wheels into the paint and rolling across the paper to make "Things that Go" paintings.



## Design a Transportation Collage

A collage is simply a design or picture that is made by gluing or pasting items to a smooth surface.

You will need:

- A collection of magazines that has lots of transportation pictures
- Cardboard or heavy paper
- Scissors
- Glue

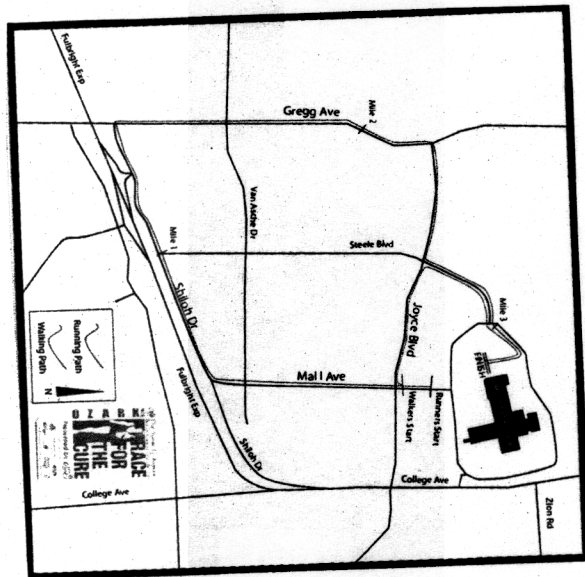
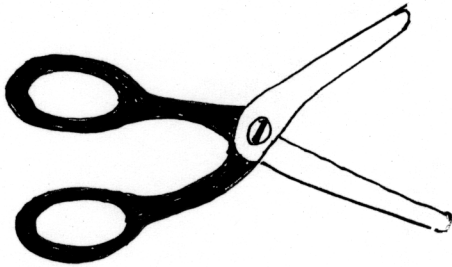
Let children select pictures from the magazines. Tear them out.

Cut out the pictures (or just make a torn-paper collage. . . It is valuable to practice both skills of *cutting* and *tearing*.)

Glue the pictures to the cardboard.

Discuss what each picture represents.

Idea: Add parts of old road maps.



## Collage from a Nature Walk

Take a nature walk and collect items (leaves, acorns, sticks, small stones).



Glue items to heavy cardboard.



**Note:** It takes patience to glue heavy items with school glue. Under adult supervision a hot glue gun can be used after children decide where to place the objects.

## Tissue Paper Collage

*Tissue paper collages can be very expressive while helping children explore their feelings.*

### You will need:

- Several colors of tissue paper
- Glue (thinned with water)
- Brush
- Posterboard (approximately 9"x12")



Discuss feelings and emotions. Note that sometimes colors make us feel certain ways. For example, sometimes people think blue is a sad or quiet color. Red is sometimes thought of as being angry.

Invite a child to select two/three colors that express how he/she feels today. Cut or tear the paper into small pieces (shapes and lines).

Arrange the shapes on a table, and when satisfied, apply the thinned-down glue to the posterboard.

Carefully add the tissue paper. It may be necessary to brush more glue on top.

### Ask children:

- Does the tissue paper become more transparent (can you see through it) when it is wet?
- What happens when two colors overlap?
- Does the finished collage match the feeling you had when you started?





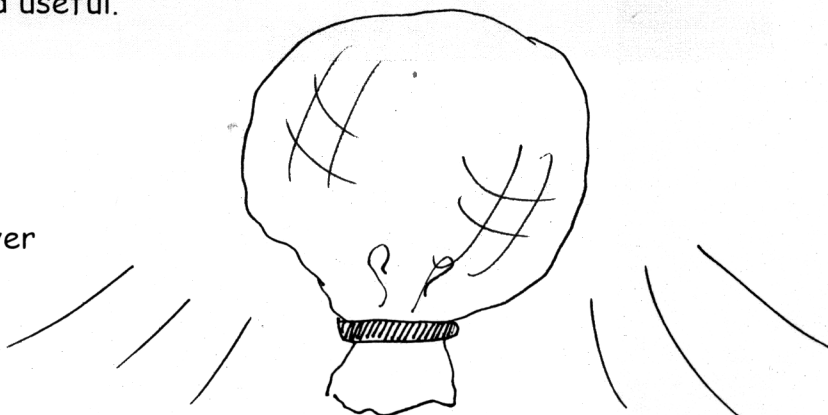
## Math & Science

Children are brimming over with curiosity. That means that they are natural scientists, because most scientific research is based on plain old common curiosity—"I wonder what would happen if. . ." Through science activities children develop observational skills, develop their ability to answer questions, test hypotheses and solve problems. Math activities are equally as beneficial. It is important to link abstract numbers and math concepts with concrete objects. This leads children to regard math as both fun and useful.

### Make a Hot Air Balloon

You will need:

- Light plastic bag
- Standard hand-held hair dryer
- Cellophane tape
- Chart to graph results



Inspect the bag to make certain that there are no leaks. (If so, you can close them with cellophane tape)

Tape the open end of the bag closed so that you are left with an opening just slightly larger than the nozzle on the hair dryer.

Insert the hair dryer into the opening and turn it on high heat. Be careful NOT to melt the bag though. You can use the high blower setting with the cool air so the bag won't melt.



Hold the bag close to the ground and once it's completely filled, turn off the hair dryer and let the bag go. It should lift off the ground several feet.

Have students experiment with different designs and chart the results to see the heights of the balloons.

## Ticket please!

*This activity incorporates math into the dramatic play area.*

### You will need:

- Chairs
- Hat/jacket for bus driver
- Play money and cash register
- Tickets (buy a roll of tickets, or make some from paper)
- Hole puncher
- Markers and paper for signs

In the dramatic play area, line up chairs to make a "bus".

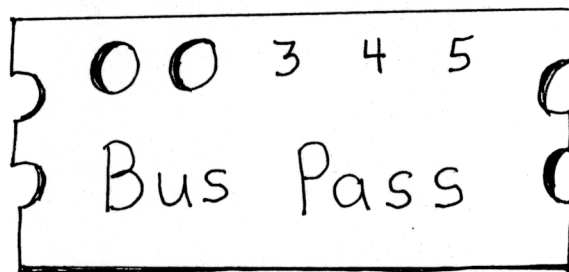
Be sure to have a hat and/or jacket for the bus driver to wear.

Make signs with prices for "trips". (Little Rock, \$5., Silver Dollar City, \$10. Use familiar places where children have traveled before or plan to travel soon).

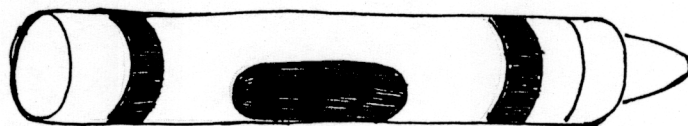
Offer play money and a cash register.

Open the ticket booth and sell tickets.

Let a child buy tickets.



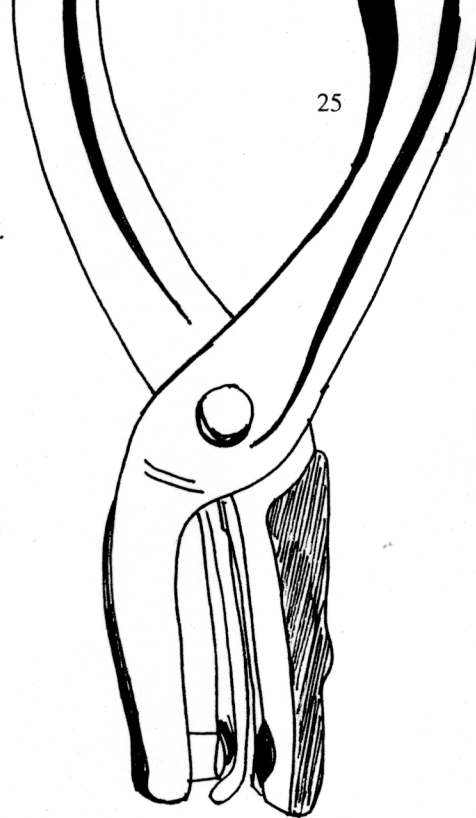
As the children take seats on the bus, a child can come along and punch holes in the tickets or just take up tickets.



**Idea:** Other transportation dramatic play centers that would lend themselves to math/money/counting would be "train ride" or "car wash", "gas station", "airplane trip".

**Tip:** Be sure to have plenty of markers and paper on hand to make price signs as many children will enjoy making signs.

**One more idea:** Number seats and ticket numbers and let children match them. Then play "Tickets please".

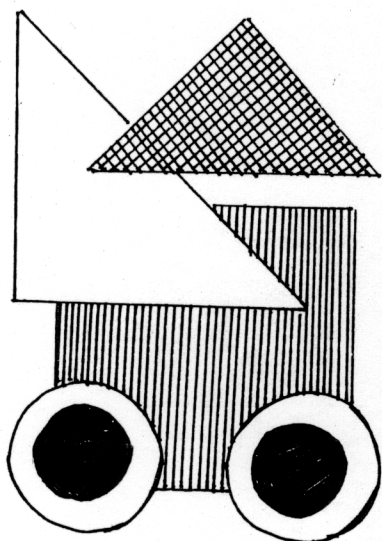


## Shape Vehicles

### You will need:

- Pre-cut shapes such as circles, rectangles, squares
- Paper or felt pieces

Give children a variety of shapes and suggest they make vehicles with the shapes.



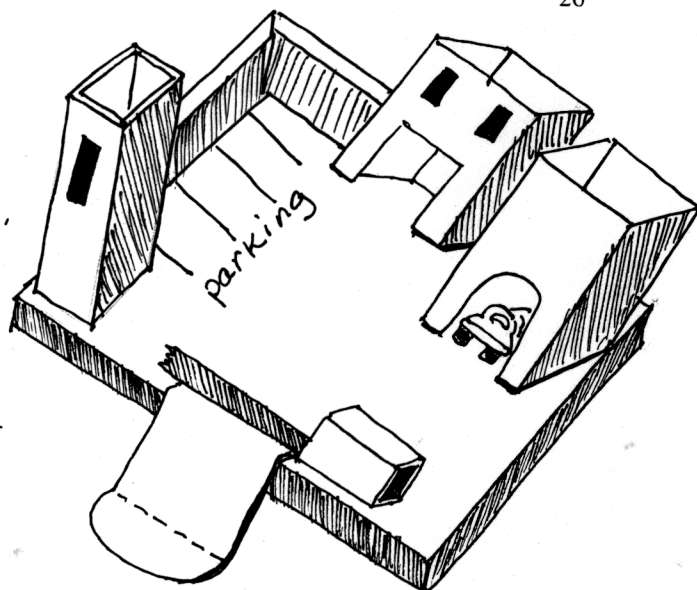
### Park the car

*This activity features one-to-one correspondence.*

### You will need:

- Cars with numbers attached
- Garages made from small boxes

Attach numbers to the cars. Attach corresponding numbers to the small boxes. Let children park the car in the matching garage. Small milk cartons make great garages.



## Driver's License

*Every driver really does need a license!*

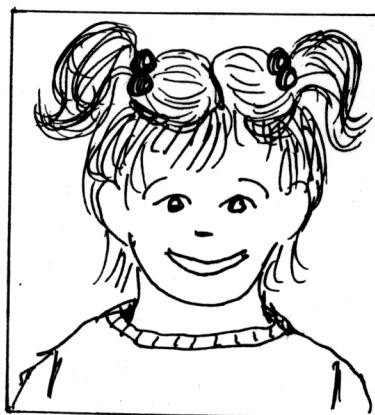
### You will need:

- Small photo of each child
- Numbers
- Posterboard (4"x6")
- Laminator or clear contact paper

Attach the photo to the pieces of posterboard.

Give each child a series of numbers. Let the children write the numbers on the paper or pre-number them.

Laminate or cover with clear contact paper.





### Graph your Family Car Color

*Graphs are always fun. What do you predict will be the favorite color?*

#### You will need:

- Large sheet of paper, chalkboard or masking tape
- Markers

Draw the graph on the paper or chalkboard or use masking tape to create one on the floor.

List typical colors of cars (blue, black, white, tan, red, green, other)

Ask each child the color of the family car. Place a mark under the appropriate color. Count the totals.

**Note:** You can use cut out cars for tallies if you are using the floor.

### Compare, measure, sort, count, classify

#### You will need:

- A collection of boats, airplanes, cars, trucks, train cars
- Ruler, yard stick or tape measure.

Ask children to do the following:

Classify (all the cars together, etc.)

Compare (large, medium or small)

Measure (use a rule to determine how long each vehicle is)

Count the totals

### Invite a Mechanic to Class

Invite a mechanic to come to the class and bring tools that are commonly used in the garage. Ask the mechanic to talk to the children about repairing cars and demonstrate use of tools.



### What's that Noise????

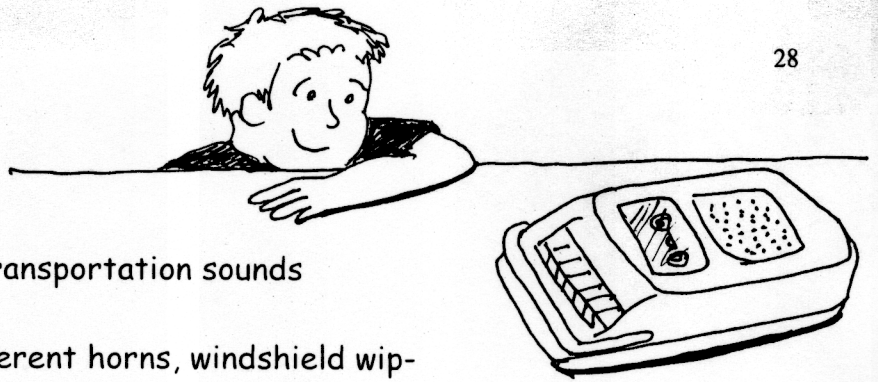
#### You will need:

Tape recorder and blank tape

Car noises or other types of transportation sounds

Record car noises such as different horns, windshield wipers, car starting, radio.

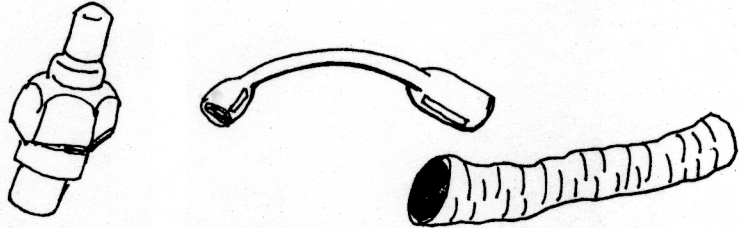
Ask the children to identify the sounds.



### What's That?

#### You will need:

A collection of car parts



Gather a collection of small car parts such as windshield wipers, spark plugs, oil filter, hoses, seat belt, gas cap.

Let the children explore parts and talk to them about where the parts go on a car. Check with your favorite auto mechanic or local salvage yard.

Extra: Play what's missing? Display several parts, have children close their eyes, remove one part to see if children can identify the missing part.

### Parachute Drop

#### You will need:

- 12" square of lightweight fabric for each child
- Four strings (10" in length) for each child
- Fabric paint or washable markers
- Spools, pinecones or washers

Color fabric squares with paint or markers.

Attach a string to each corner of the square.

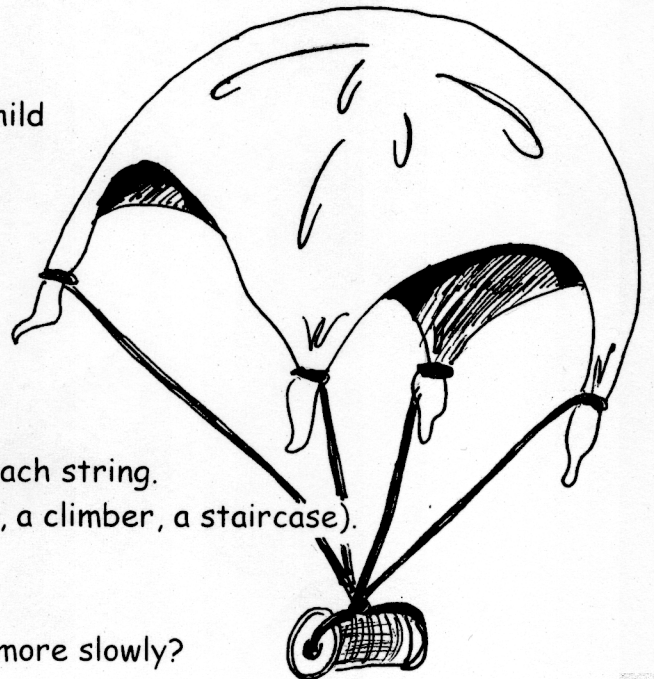
Tie spool, pine cone or washer to the ends of each string.

Choose a place to drop the parachutes (a chair, a climber, a staircase).

Let children drop parachutes.

Notice how long it takes them to fall.

Why does the parachute make it fall to earth more slowly?



### A Sensory Car Game

You will need:

- Several small metal cars
- A variety of different textured materials
- Posterboard
- Glue
- Masking tape

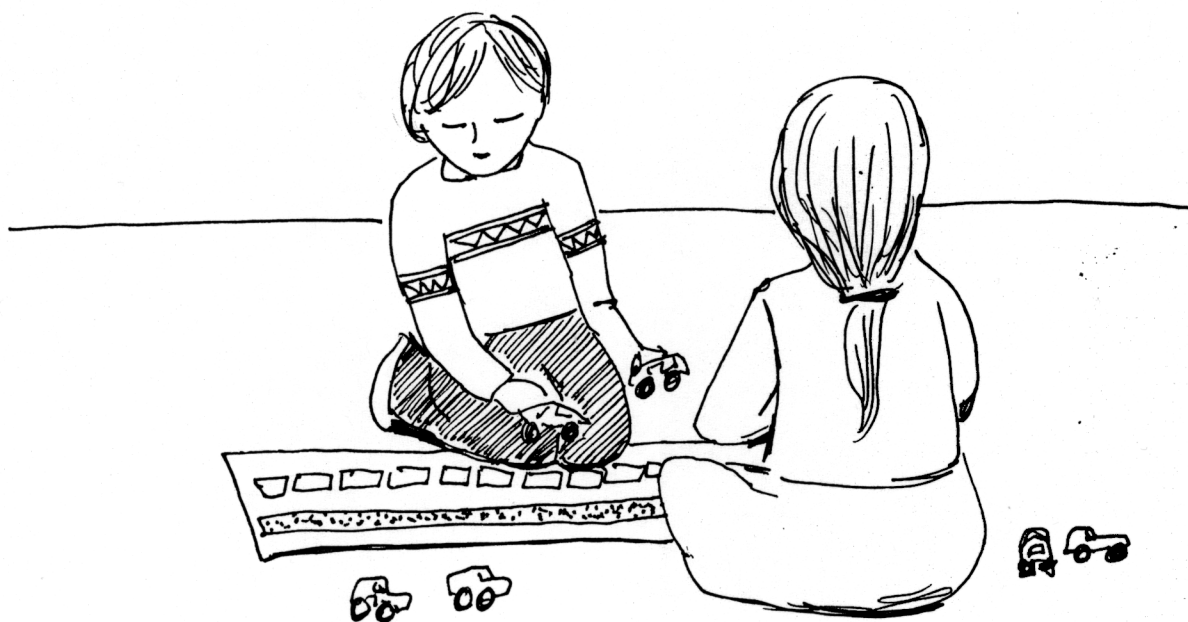
**This is made by an adult for children to play.**

Use glue to attach strips of different textured materials on poster board to create roads. (Examples would be to use cotton facial squares to make one road and sandpaper another. More materials with differing textures that could be used are: a terry cloth strip, fake fur, felt, corrugated cardboard, or tiny pebbles).

Use the masking tape to make "garages" to park the little cars.

Usually two children play at a time, one on each side of the posterboard. Each child has eight tiny cars.

**Note:** This idea was developed by Amy Beard, teacher of three-year-olds at the New School, Fayetteville. When the children only wanted to throw the cars, she came up with this great idea. Thanks Amy!



## Food & Nutrition

A major topic of conversation among parents and teachers seems to be a lack of good nutrition practices among young children. Many children (and adults) consume a large amount of fast, convenient, sugar-rich foods and drinks. Of course, this results in a few extra pounds here and there, as well as tooth decay. Adding to the problem is the fact that children may not be receiving enough calcium, other necessary vitamins and minerals to build strong bones and to remain healthy. All in all. . . It is a major problem. The bottom line is that we need to encourage healthy habits by setting examples, making meal and snack times fun and encouraging families to eat together. Hopefully these recipes and ideas can help reach this goal.

### Trail Mix to Go

*Every trip or hike calls for a little nourishment. Try this mixture, or be creative and add your own ingredients.*

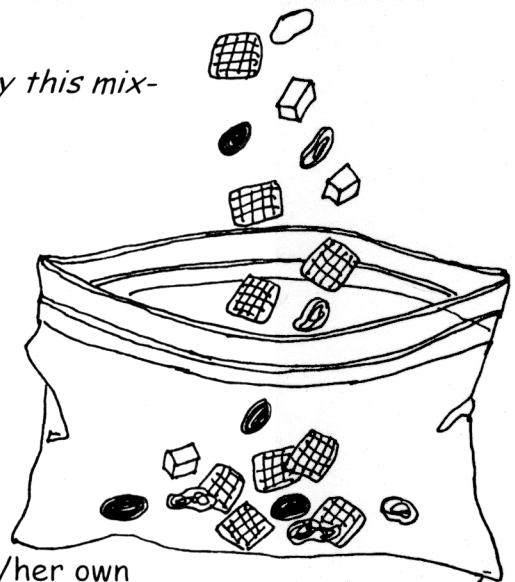
#### Ingredients:

- 2 cups Chex or other cereal with large pieces
- 1/4 cup dried fruit bits
- 1/4 cup raisins
- 1/4 cup yogurt-covered carob pieces

Empty all ingredients into a bag

Close, then shake bag to mix.

Place into individual bags for each child to have his/her own snack.

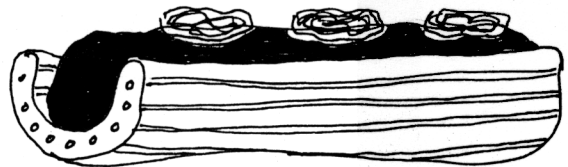


### Ants on a Log

*This is a good time to sing "The Ants Go Marching One by One"!*

#### Ingredients:

- Celery
- Peanut butter or cream cheese
- Raisins



Prepare the celery by cleaning thoroughly and cutting into 4" lengths.

Fill with either peanut butter or cream cheese. Add the "ants" . . . i.e. raisins!

**Note:** Be certain that no children have peanut allergies if serving peanut butter

**Did you know?** Some children have been known to eat celery for the first time if they made it themselves!

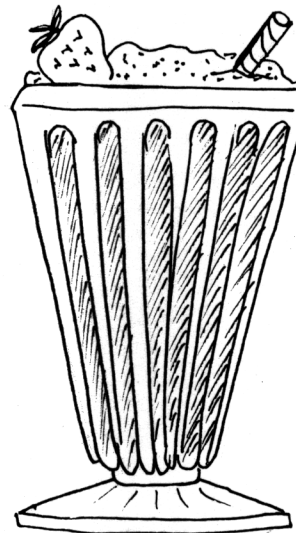


## Fruit & Juice Breakfast Shake

(2 servings)

### Ingredients:

- 1 medium banana, peeled
- 3/4 cup pineapple juice
- 1/2 cup lowfat vanilla yogurt
- 1/2 cup strawberries, stem removed and rinsed

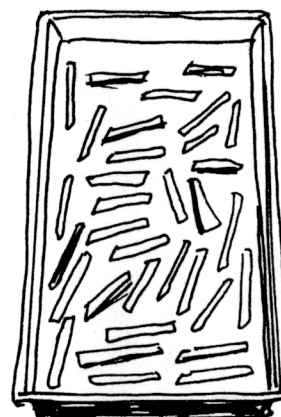


Break banana into small pieces and put in the blender with other ingredients. Secure lid and blend until smooth. Divide into two glasses and serve!

## Baked French Fries

### Ingredients:

- 2 medium baking potatoes
- 1/4 cup Italian reduced fat dressing
- 1/4 cup reduced fat parmesan cheese

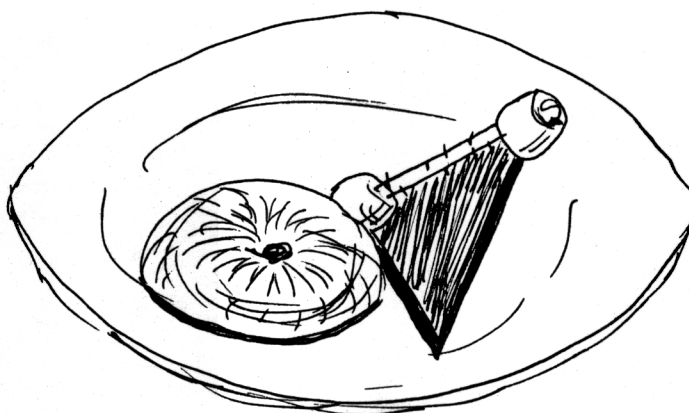


Preheat oven to 425 degrees. Wash potatoes, cut into strips. In a large bowl combine potato strips, and other ingredients. Toss well. Arrange potatoes in a single layer on baking sheet sprayed with cooking spray. Spray the tops of the potatoes. Bake 12 minutes and turn with a large spatula. Continue baking 10-12 minutes or until potato strips are golden brown.

## Apple Boat

### Ingredients:

- 1/2 apple for each boat
- 1 pretzel stick for mast
- 2 mini marshmallows for sail
- 1/2 slice (in triangle shape) of cheese



Assemble the apple, pretzel and cheese and marshmallows on a flat saucer. Enjoy!

## How Melons, Grapefruit and Kiwi Grow

(tune: Oats, Peas, Beans and Barley Grow)

*This is a song to help children enjoy tasting different or unfamiliar fruits. Prepare samples of melons, grapefruit and kiwi.*

Melons, grapefruit and kiwi grow  
Melons, grapefruit and kiwi grow  
Do you or I or anyone know,  
How melons, grapefruit and kiwi grow?

At the UA Nursery school the children tasted paw-paws and figs. One child said, "Them are good, Ms. Baldwin, them are good!"

Sing the song and taste various unusual fruits, such as kiwi. Read *Eating the Alphabet* by Lois Ehlert.

## Popcorn

*Popcorn provides an inexpensive snack. Here are some ideas to make popping and eating popcorn fun. Let's start with a cooking, listening experience.*

Sing the popcorn song just before you cook and taste the real thing.

**I'm a Little Kernel** (tune: *I'm a little teapot*).

I'm a little kernel in a pot,

Heat me up and watch me pop.

When I get all fat and white, I'm done.

Popping corn is lots of fun!

POP! POP! POP! (children "pop" by sitting in a chair and sort of crouching down, holding to chair tightly with hands, then sitting up straight to say POP! Or they can hop around the classroom if you are brave.

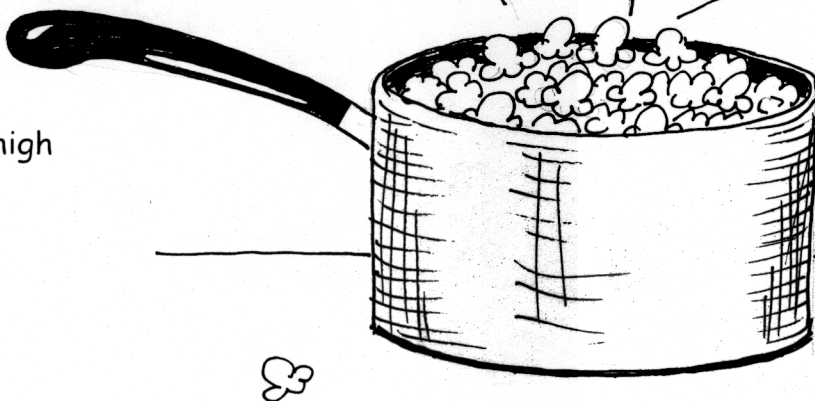
**Another Popcorn Song** (tune: *Pop Goes the Weasel*)

I got out a pan and oil

I added in the kernels

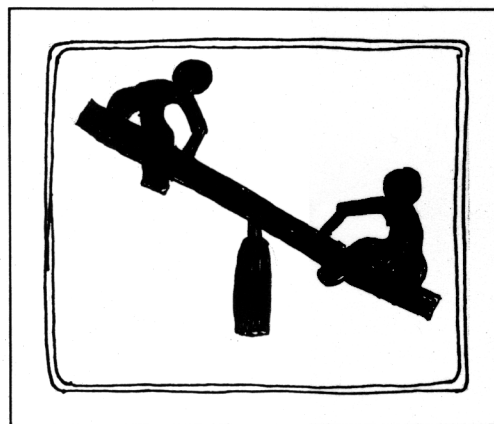
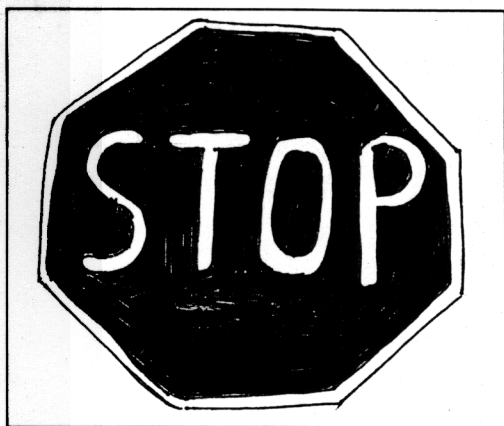
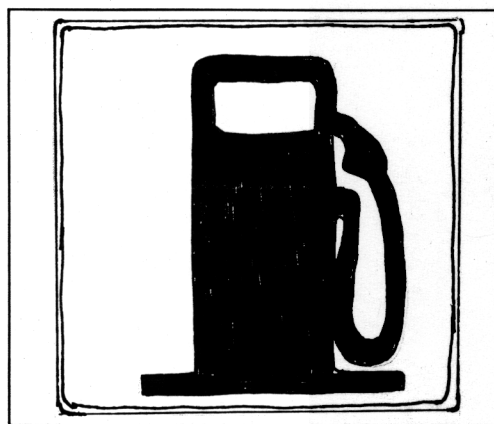
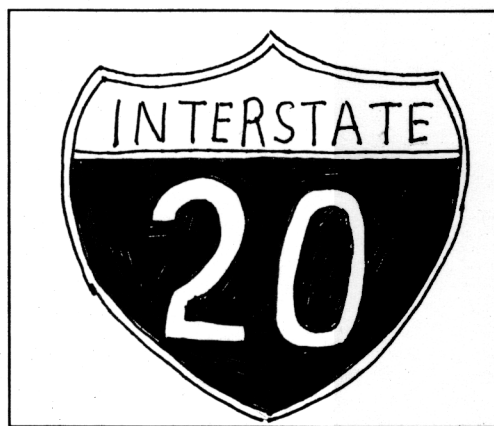
I turned up the heat on high

POP goes the popcorn!



## Common Street and Highway Signs

Here are some of the familiar street and highway signs that children see every day. Make copies and use them for signs in the block area, to talk about safety or to label playground roads.

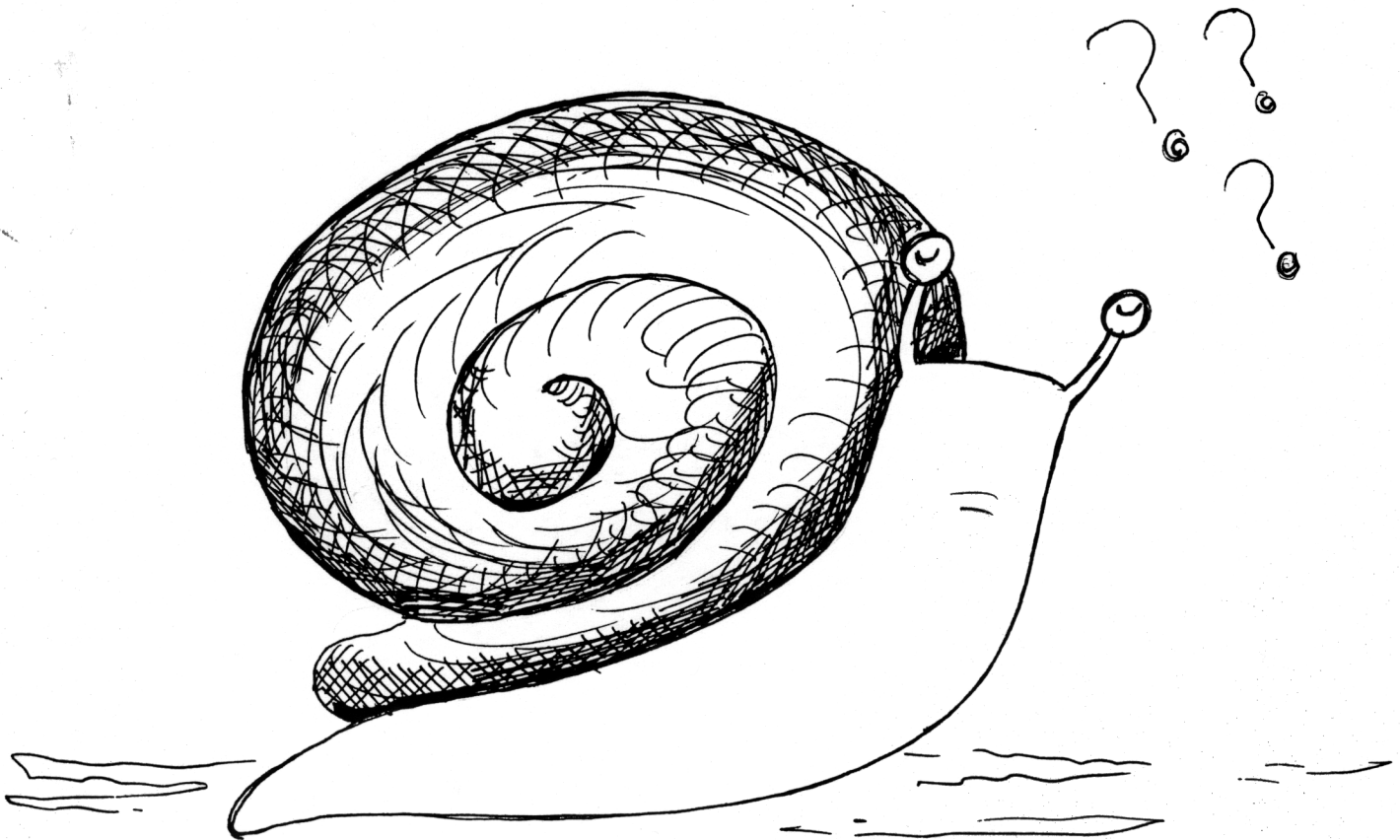


## References and Resources

Chen, Jie-Qi , Isberg, E., & Krechevsky, M. (1998). *Project Spectrum: Early learning activities*. NY: Teacher's College Press & Washington, DC: NAEYC.

Goldberg, M. & Philips. A. (1992). *Arts as education*, Cambridge, MA:Harvard Educational Review.

Paley, Vivian, (2004). *A child's work., the importance of fantasy play*. Chicago: The University of Chicago Press.



Did you know it takes an ordinary garden snail more than 3 days to get as far as you can walk in one hour?





**Did you know?**

**Beginnings** is now available on the Division of Child Care and Early Childhood Education website. Read it and/or print off extra copies.

Go to: [www.state.ar.us/childcare](http://www.state.ar.us/childcare)

Click on Services A to Z, then printed materials and scroll down.